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This bibliography lists 223 journal articles, unpublished master's and doctoral dissertations, bulletins, books, and monographs on the behavior, attributes, attitudes, or interaction of school board members. Included are reports of investigations that offer bases for generalizable propositions regarding the local school board's part in district policy formation. A related document is EA 001 757. (JK)

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A Bibliography of Empirical Studies of School Boards

1952-1968

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CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION
University of Oregon Eugene, Oregon

September, 1968

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A BIBLIOGRAPHY OF EMPIRICAL STUDIES OF SCHOOL BOARDS 1952-1968

W. W. Charters, Jr.

Center for the Advanced Study of
Educational Administration

September, 1968

Introductory Note

This bibliography cites empirical studies completed between 1952 and early 1968 on governing boards of American public school systems. Its aim is to list investigations that offer bases for generalizable propositions regarding the local school board's part in district policy formation. (A companion bibliography for the pre-1952 period, originally prepared in 1954, has been slightly altered and re-issued by the Center for the Advanced Study of Educational Administration.)

The bibliography covers research that would be indexed under "school boards," "school board members," and their various synonyms in such sources as Dissertation Abstracts or Educational Index. In this respect, it follows the procedure of the earlier bibliography. A number of criteria were developed during the literature search to exclude certain classes of material commonly encountered that were regarded as irrelevant to the bibliography's purpose. Not included were:

1. Purely discursive materials reporting no empirical research.
2. Studies of boards governing private schools, institutions of higher education, state systems of education, or intermediate districts.
3. Reports of legally prescribed structure, functions, powers, and responsibilities of school boards; excluded, too, were summaries of statutes, court cases, and other legal constraints or powers under which boards operate.
4. Surveys of school government in one or a few districts, unless they were offered as cases upon which general propositions could be built.
5. Studies in which data were taken from school board members but where a) the data were not designed to illuminate board operations, membership orientations, or policy formulation, or b) the problems to which the data were addressed were too narrow to permit generalization beyond the immediate context in which the data were obtained.

6. Research reports that did not allude directly and centrally to school board operations, problems, or membership.

While none of the exclusion criteria touched on the quality of the research, the compiler acknowledges that references to well-conducted, dependable studies were pursued more assiduously and have a higher probability of appearing in the list than research of marginal merit. Preference was given, also, to analytical studies rather than descriptive surveys, although both appear in the bibliography.

As work on the bibliography began, the 204-entry, annotated "School Board Bibliography" compiled by H. Thomas James and his associates in the School Board Studies at Stanford University was published serially in the American School Board Journal (April through July, 1968). It became an important source of material for us. The present bibliography differs from the one of James and associates principally in our concentration on empirical research and in our restricted dates of coverage. Nearly one-third of our 223 entries also appear in the James bibliography and are conveniently annotated there.

Colleagues across the country reviewed a preliminary draft of the bibliography and made numerous suggestions of materials to include, but the compiler is especially indebted to Dr. Jay D. Scribner who collaborated in the work of preparation as a Visiting Research Associate in the Center for the Advanced Study of Educational Administration during the summer of 1968. The ERIC Clearinghouse on Educational Administration at the University of Oregon both encouraged and participated in the project from its inception to its conclusion. Acknowledgments are due Audree Duncan who undertook the exacting task of preparing the edge-punched cards from which the entries were duplicated and Robert E. Longanecker and Mrs. Catherine Porter of the CASEA library who located fugitive materials, completed bibliographic citations, and performed many other vital services. General support

for the project was provided by the Center for the Advanced Study of Educational Administration at the University of Oregon, a national research and development center which was established under provisions of the Cooperative Research Program of the United States Office of Education.

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